

## PLANNING FOR LEARNING



Laura Terrill

Fall 2015 Language Orientation

## Workshop Goals:

1. Develop an understanding of the World-Readiness Standards that can be applied to unit and lesson design.
2. Create lessons given in the target language that are comprehensible even at the novice level.
3. Design lessons to be learner-centered.

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"To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you are going so that you better understand where you are now so that the steps you take are always in the right direction."

Stephen Covey



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Keys to Planning for Learning: Effective Curriculum, Units and Lessons  
<http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning>

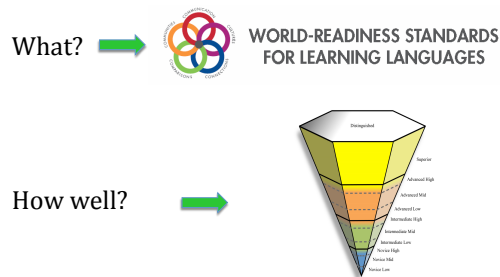
August 2015

Powerpoint Handout Slides	
World Readiness Standards	World-ReadinessStandardsforLearningL... Details Download 62 KB
NCSFL-ACTFL Can Do Statements	NCSFL-ACTFL Can-Do_Statements.pdf Details Download 607 KB
NCSFL Global Benchmarks	NCSFL-ACTFL Global Can-Do Benchma... Details Download 421 KB
Mode Splash	Mode Splash.pdf Details Download 271 KB
At-a-Glance Learner-Centered	STARTALK Learner-Centered At-A Glanc... Details Download 17 MB

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## Backward Design

Identify desired results – What are the goals?



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## World-Readiness Standards for Learning Languages



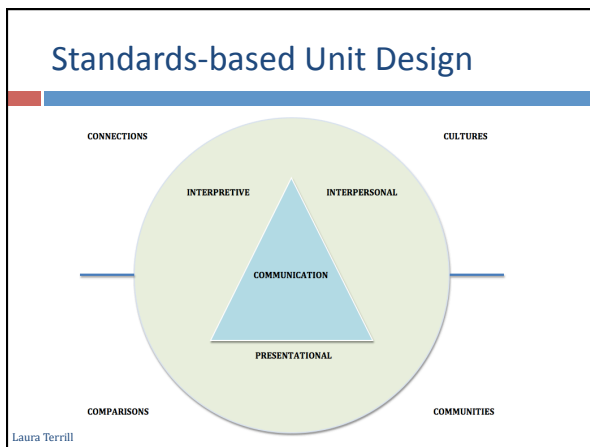
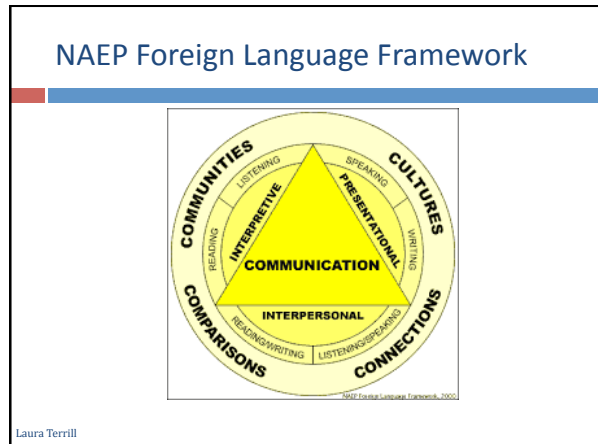
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## Living in the City

Students will have the opportunity to explore the city of (Angers) from the point of view of someone who might select Angers as a tourist destination. They will work with various texts that share information on Angers as they learn more about the city and will take a virtual tour of the chateau comparing that site with others they may have visited. They will compare Angers to their city and to other cities that are of interest to them. They will be able to identify features common to most cities and places and things to do that make Angers unique. They will be able to get around the city asking for and explaining where they are going and why they are going there. Working in small groups they will research other cities making comparisons to their own city and Angers. They will consider designations that indicate that cities are unique in other countries. They will talk with others to create a vacation plan naming cities they plan to visit and saying why.



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### Cultures

#### Relating Cultural Practices to Perspectives

Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

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## Cultures

### Relating Cultural Products to Perspectives

Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.



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### Lead with Culture Products — Practices — Perspectives



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### Sample EQ: How do we relate to others?



Image: [www.flickr.com/photos/swperman/159582243/sizes/m/](http://www.flickr.com/photos/swperman/159582243/sizes/m/)

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### Cultures: The Culture Triangle

Products

Practices



Perspectives

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Be aware of stereotypes

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## Bienvenue à Angers






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## Cultures

Cultures	Products	Old buildings in cities
	Practices	Maintaining historic town centers
Cultures	Perspectives	Importance of preserving the past
	Products	Specialty shops in the center of town
Cultures	Practices	Shopping at multiple shops in town
	Perspectives	Appreciation of quality of merchandise

**Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

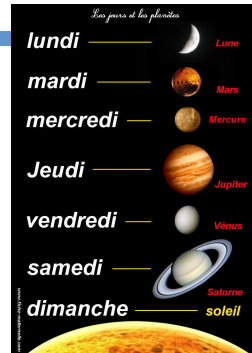
**Relating Cultural Products to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

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## Connections

- What are students learning while using the target language?
- Are they using language to learn something? Or using language for the sake of learning the language?



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## Connections

### Making Connections

Learners build, reinforce, and expand their knowledge of other disciplines while using the language to think critically and creatively to solve problems.



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## Connections

### Acquiring Information and Diverse Perspectives

Learners acquire information and access diverse perspectives that are available through the language and its culture.



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## Connections

	Making Connections	Acquiring Information and Diverse Perspectives
Connections	Geography – location of cities in France; map reading skills Math – metric system for distances Language Arts – interview strategies	Websites for various cities in France. Video of Futuroscope. Video interviews with people about why they like their city.

**Making Connections:** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to think critically and creatively to solve problems.

**Acquiring Information and Diverse Perspectives:** Learners acquire information and access diverse perspectives that are available through the language and its culture.

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## INTEGRATING CULTURE, CONTENT, AND LANGUAGE

**Principles in Action**

**Meaningful Communication:**  
knowing how, when, and why to say what to whom

CULTURE	CONTENT	LANGUAGE
Learners use language to identify, discuss, explain, compare.	Learners build, reinforce, and	Learners aff

**WATER, WATER EVERYWHERE**

**CULTURE**  
Meaningful Communication

**CONTENT**

- identify US and target culture attitudes toward pollution
- name causes of water pollution
- identify impact of water on lives

**LANGUAGE**

- name sources of water
- label images of the water cycle
- discuss water-related activities



## Comparisons

### Language Comparisons

Learners use the language of study to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

Hôtel de ville

Ville fleurie

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## Comparisons

### Cultural Comparisons

Learners use the language of study to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

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## Comparisons

Comparisons	Language Comparisons	Cultural Comparisons
	Hotel de ville, ville fleurie, village	Layout of cities in France Maintaining historic districts, buildings City statistics

**Language Comparisons:** Learners use the language of study to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

**Cultural Comparisons:** Learners use the language of study to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

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## Communication

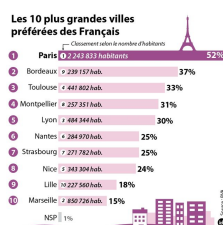


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## Communities

### School and Global Communities

Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.



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## Communities

### Lifelong Learning

Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.



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## Communities

Communities	School and Global Communities	Lifelong Learning
	<ul style="list-style-type: none"> <li>• Small group work to plan an itinerary for school trip to France</li> <li>• Skyping with their sister school in France in preparation for their exchange</li> </ul>	<ul style="list-style-type: none"> <li>• Researching and planning a trip</li> <li>• Self-assessment of progress towards unit goals</li> </ul>

**School and Global Communities:** Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

**Lifelong Learning:** Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

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## WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

GOAL AREAS	STANDARDS		
<b>COMMUNICATION</b> <i>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</i>	<b>Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	<b>Interpretive Communication:</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	<b>Presentational Communication:</b> Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
	<b>CULTURES</b> <i>Interact with cultural competence and understanding</i>	<b>Relating Cultural Practices to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	<b>Relating Cultural Products to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

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### CONNECTIONS

Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations

#### Making Connections:

Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

#### Acquiring Information and Diverse Perspectives:

Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

### COMPARISONS

Develop insight into the nature of language and culture in order to interact with cultural competence

#### Language Comparisons:

Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

#### Cultural Comparisons:

Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

### COMMUNITIES

Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world

#### School and Global Communities:

Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

#### Lifelong Learning:

Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

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## Living in the City

Students will have the opportunity to explore the city of (Angers) from the point of view of someone who might select Angers as a tourist destination. They will work with various texts that share information on Angers as they learn more about the city and will take a virtual tour of the chateau comparing that site with others they may have visited. They will compare Angers to their city and to other cities that are of interest to them. They will be able to identify features common to most cities and places and things to do that make Angers unique. They will be able to get around the city asking for and explaining where they are going and why they are going there. Working in small groups they will research other cities making comparisons to their own city and Angers. They will consider designations that indicate that cities are unique in other countries. They will talk with others to create a vacation plan naming cities they plan to visit and saying why.



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## Mindset for Curriculum Design

- Communicatively Purposeful: Building Toward Proficiency
- Culturally Focused: Developing Interculturality
- Intrinsically Interesting: Relevant to Learners
- Cognitively Engaging: Requiring Critical Thinking Skills
- Standards-Based: Reflecting Goals for Learning Languages

--Adapted from Helena Curtain

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## Student Can-do's

I can	Yes	With some help	Not yet
Identify places in a city			
Explain what people do in various places or why they go there			
Locate a place in relation to other places			
Ask for and follow directions within a city			
Describe places in a city			
Express preferences with reasons about what cities to visit or where to go within a city			
Name public transportation; methods of getting from one place to another			
Make comparisons between cities in the US and cities abroad			

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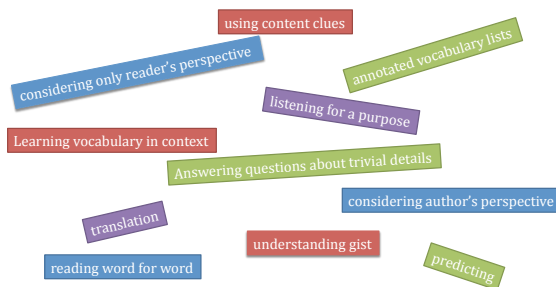
## Interpretive Mode

Learners understand, interpret, and analyze what is heard, read or viewed on a variety of topics.



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## Interpretive Communication is.....



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## Interpretive Communication....

is not	is
translation.	context-driven understanding (gist).
a hunt for trivial details.	whole picture; mediating meaning with the text; a focused task.
glossed readings; teaching all new vocabulary first.	familiar words in new context; and new words in a familiar context.
reading, listening or viewing from the reader's perspective only.	using the author's perspective and cultural perspective.
reading word for word.	re-phrasing chunks; retelling; predicting; and using structural clues.

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## Working with authentic text

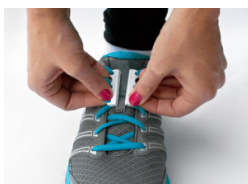
- Balance of Informational and Literary Texts
- Close Reading of Increasingly Complex Texts
- Use of Evidence-Based Arguments
- Interaction with Multiple Print, Auditory, and Visual Sources

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## Importance of Authentic Texts

Authentic Text – text written by speakers of the target language for speakers of the language

- Real-world
- Culture rich
- Models of correct language



Plus besoin de faire ses lacets avec cette invention

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## Selecting Authentic Text

### Novice Range Interpretive Proficiency

Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly-predictable oral or written texts, **with strong visual support.**

#### Is the text:

- Intrinsically interesting, rich in ideas?
- Cognitively engaging, intellectually challenging?
- Communicatively purposeful, relevant to the learner?
- One that explores an aspect of the essential question?

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## Ouiiiin! Mais que se passe-t-il?



Au Japon, deux lutteurs de sumo, des sumotori, soulèvent des bébés pour un combat... de pleurs ! Cette cérémonie, appelée « Naki Sumo », a eu lieu dimanche dernier à Tokyo : les parents japonais y amènent leurs petits enfants car ils pensent que des bébés qui pleurent fort seront pleins de santé. C'est une coutume shintô, l'une des religions au Japon.

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## Consumerism

EQ: What is responsible consumerism?



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## Made in Bangladesh



Day 1 - Brainstorm

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## Brainstorming

Procedure:

- 1 minute to generate an individual list
- 1 minute to share list with a partner. Each person adds new words to the list.
- Group students into group of 4, share and add.
- Go around the room calling out one word per group until all groups are out of words. Teacher records all words on something that can be displayed.

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## Made in Bangladesh

Before seeing the video....

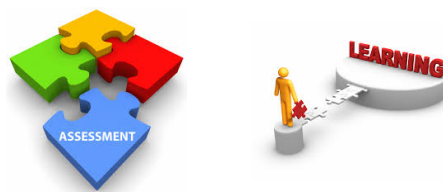
Sentences in target language. Try to use cognates and circumlocution as much as possible at this point. Then, if you want them to have a specific word like "sewing" connect it to the cognate or definition you use in the either/or activity.

- She works in the US or in Banglesh.
- She works in a factory or in a school - by making the choice obvious you are able to embed new words in context.
- She makes clothes or she makes computers.
- She likes her work or hates her work.
- The boxes stay in Bangladesh or go to many countries.

Show the video in chunks at this point. Stop and have them retell the story in their own words.

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## Teaching vs Learning



Assessment of Learning

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## ACTFL IPA INTERPRETIVE TASK COMPREHENSION GUIDE

- Key Word Recognition (*English to Target Language*)
- Main Idea(s)
- Supporting Details
- Organizational Features
- Guessing Meaning from Context (*TL to English*)
- Inferences
- Author's Perspective
- Comparing Cultural Perspectives
- Personal Reaction to the Text

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## La adicción a las compras



**LA ADICCIÓN A LAS COMPRAS** es un impulso incontrolable para adquirir objetos inútiles o innecesarios. La gratificación deriva, más que de la utilidad de los productos, del propio proceso de comprar. Este consumo, no planificado, va más allá de las posibilidades económicas de la persona y le lleva a tener un exceso en sus gastos e incluso a generar deudas.

Entre las causas que mueven a comprar de forma desmesurada no se encuentra la necesidad, sino un descontrol de los impulsos y un pensamiento irracional que surge de una necesidad emocional, de la falta de autoestima, de un vacío o de la imposibilidad de soportar frustraciones y problema.

Shopping addiction is an uncontrollable impulse to acquire useless or unnecessary objects. Gratification is derived, not from the utility of the products, but from the act of buying. This unplanned consumption goes beyond the economic possibilities of the person and leads him to have an excess in expenditures and even generate debts.

Among the causes that move disproportionately to buy is not a necessity but a lack of control of impulses and irrational thought that arises from an emotional need, lack of self-esteem, a vacuum or inability to withstand frustrations and problem.

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## Key Word Recognition

Find the following Spanish words in the article.

1. impulse
2. useless
3. vacuum
4. tolerate
5. unplanned
6. among the causes
7. self-esteem
8. necessity

<b>Strong Comprehension</b>	<b>10</b>	Identifies all key words appropriately within context of the text.
<b>Meets Expectations</b>	<b>9</b>	Identifies majority of key words appropriately within context of the text.
<b>Approaching Expectations</b>	<b>8</b>	Identifies half of key words appropriately within the context of the text.
<b>Minimal Comprehension</b>	<b>7</b>	Identifies fewer than half of key words appropriately within the context of the text.
<b>No Comprehension</b>	<b>5</b>	Does not identify any of the words appropriately within the context of the text.

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## Main Idea

What is the main idea of this article? Answer in English.

<b>Strong Comprehension</b>	<b>10</b>	Identifies the complete main ideas(s) of the text.
<b>Meets Expectations</b>	<b>9</b>	Identifies the key parts of the main ideas(s) of the text but misses some elements.
<b>Approaching Expectations</b>	<b>8</b>	Identifies some parts of the main idea(s) of the text.
<b>Minimal Comprehension</b>	<b>7</b>	May identify some ideas from the text but they do not represent the main idea(s). They are supporting details.
<b>No Comprehension</b>	<b>5</b>	Does not provide a response.

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## Supporting Details

Check each detail that is mentioned in the article (not all are included). Copy the information that is given for each detail you have checked.

- \_\_\_ 1. Those who shop to excess often incur debt. \_\_\_\_\_
- \_\_\_ 2. Compulsive shoppers shop out of emotional necessity. \_\_\_\_\_
- \_\_\_ 3. Compulsive shoppers usually buy more and more each time. \_\_\_\_\_
- \_\_\_ 4. Shopping gives some people a rush of adrenaline. \_\_\_\_\_
- \_\_\_ 5. Compulsive shoppers have trouble dealing with frustrations and problems. \_\_\_\_\_
- \_\_\_ 6. Compulsive shoppers buy items that are not needed. \_\_\_\_\_

Strong Comprehension	10	Identifies all supporting details in the text and accurately provides information from the text to support these details.
Meets Expectations	9	Identifies the majority of supporting details in the text and provides information from the text to support some of these details.
Approaching Expectations	8	Identifies half of the supporting details in the text and may provide limited information from the text to support these details.
Minimal Comprehension	7	Identifies a few supporting details in the text but may be unable to provide information from the text to explain these details.
No Comprehension	5	Does not provide a response.

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## Guessing Meaning from Context

Based on this text, write what the following words/expressions probably mean. Give your answer in English?

- |                                     |                                  |
|-------------------------------------|----------------------------------|
| 1. la gratificación <b>deriva</b>   | 4. tener un <b>exceso</b>        |
| 2. un <b>pensamiento</b> irracional | 5. generar <b>deudas</b>         |
| 3. <b>la falta</b> de autoestima    | 6. <b>soportar</b> frustraciones |

Strong Comprehension	10	Infers meaning of all unfamiliar words and phrases in the text. Inferences are accurate.
Meets Expectations	9	Infers meaning of more than half of unfamiliar words and phrases in the text. The inferences are plausible although some may not be accurate.
Approaching Expectations	8	Infers meaning of half of unfamiliar words and phrases in the text. The inferences are plausible although many are not accurate.
Minimal Comprehension	7	Infers meaning of less than half of unfamiliar words and phrases in the text. The inferences are plausible although many are not accurate.
No Comprehension	5	Inferences of meaning of unfamiliar words and phrases are largely inaccurate or lacking.

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## Inferences

Is the author critical of or understanding of the shoppers he describes in the article? Support your answer with evidence from the text. Give your answer in English.

Strong Comprehension	10	Infers and interprets the text's meaning using clear evidence from the text.
Meets Expectations	9	Infers and interprets the text's meaning in a partially complete and/or partially plausible manner.
Approaching Expectations	8	Makes a few plausible inferences regarding the text's meaning.
Minimal Comprehension	7	Inferences and interpretations of the text's meaning are incomplete and/or not supported by evidence from the text.
No Comprehension	5	Does not provide a response.

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## Cultural Perspectives

What have you learned about the target language culture from this article? Would this article have been different if it had been written for a US audience? Give your answer in English.

Strong Comprehension	10	Identifies cultural perspectives/norms accurately. Provides a detailed connection of cultural products/practices to perspectives.
Meets Expectations	9	Identifies some cultural perspectives/norms accurately. Connects cultural products/practices to perspectives.
Approaching Expectations	8	Identifies some cultural perspectives/norms accurately. Provides a minimal connection of cultural products/practices to perspectives.
Minimal Comprehension	7	Identification of cultural perspectives/norms is mostly superficial or lacking And/or connection of cultural practices/products to perspectives is superficial or lacking.
No Comprehension	5	Does not provide a response.

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IPA Interpretive Comprehension Literal Comprehension				
	Strong Comprehension	Meets Expectations	Approaching Expectations	Minimal Comprehension
<b>Word Recognition</b>	Identifies all key words appropriately within context of the text.	Identifies majority of key words appropriately within context of the text.	Identifies half of key words appropriately within context of the text.	Identifies a few key words appropriately within context of the text.
<b>Main Idea Detection</b>	Identifies the complete main idea(s) of the text.	Identifies the key parts of the main idea(s) of the text but misses some elements.	Identifies some part of the main idea(s) of the text.	May identify some ideas from the text but they do not represent the main idea(s).
<b>Supporting Detail Detection</b>	Identifies all supporting details in the text and accurately provides information from the text to explain these details.	Identifies the majority of supporting details in the text and provides information from the text to explain some of these details.	Identifies some supporting details in the text and may provide limited information from the text to explain these details. Or identifies the majority of supporting details but is unable to provide information from the text to explain these details.	Identifies a few supporting details in the text but may be unable to provide information from the text to explain these details.

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IPA Interpretive Comprehension Figurative Comprehension				
	Strong Comprehension	Meets Expectations	Approaching Expectations	Minimal Comprehension
<b>Organizational Features</b>	Identifies the organizational feature(s) of the text and provides an appropriate rationale.	Identifies the organizational feature(s) of the text; rationale misses some key points.	Identifies in part the organizational feature(s) of the text; rationale may miss some key points. Or identifies the organizational feature(s) but rationale is not provided.	Attempts to identify the organizational feature(s) of the text but is not successful.
<b>Guessing Meaning from Context</b>	Infers meaning of unfamiliar words and phrases in the text. Inferences are accurate.	Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although some may not be accurate.	Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although many are not accurate.	Inferences of meaning of unfamiliar words and phrases are largely inaccurate or lacking.
<b>Inferences</b>	Infers and interprets the text's meaning in a highly plausible manner.	Infers and interprets the text's meaning in a partially complete and/or partially plausible manner.	Makes a few plausible inferences regarding the text's meaning.	Inferences and interpretations of the text's meaning are largely incomplete and/or not plausible. Unable to identify the author's perspective.
<b>Author's Perspective</b>	Identifies the author's perspective and provides a detailed justification.	Identifies the author's perspective and provides a justification.	Identifies the author's perspective but justification is either inappropriate or incomplete.	Identification of cultural perspectives/norms is mostly superficial or lacking. And/or connection of cultural practices/products to perspectives is superficial or lacking.
<b>Cultural Perspectives</b>	Identifies cultural perspectives/norms accurately. Provides a detailed connection of cultural products/practices to perspectives.	Identifies some cultural perspectives/norms accurately. Connects cultural products/practices to perspectives.	Identifies some cultural perspectives/norms accurately. Provides a minimal connection of cultural products/practices to perspectives.	Identification of cultural perspectives/norms is mostly superficial or lacking. And/or connection of cultural practices/products to perspectives is superficial or lacking.

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## Interpretive Listening

**French** 

What do you know about Albam? Check all that apply.

☐ She is a professor.  
☐ She is 24.  
☐ She does not have children.  
☐ She likes sports.  
☐ She often goes to the gym.  
☐ She lives in Paris.

Are you likely to be friends with Albam? Why or why not? Justify your answer with information from the text.

**Spanish** 

What do you know about Sergio? List 3 things.




1.  
 2.  
 3.

What one question might you ask to get to know him better?

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## Presentational Mode

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

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## Presentational communication is.....



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## Presentational Communication....

is not	is
negotiated communication.	one-way communication.
random.	practiced, rehearsed, polished, edited.
unplanned.	organized.
speaking or writing in a vacuum.	an awareness of audience (formal/informal; cultural context).
reliance on circumlocution	improved by using appropriate tools – dictionary, spell-check, etc.
speaking or writing only for the teacher.	produced for an intended audience and purpose.

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## Target Percentage Distribution of NAEP writing tasks

Communicative Purpose	Grade 8	Grade 12
To persuade	35	40
To explain	35	40
To convey experience	30	20

*Pathways to the Common Core  
Accelerating Achievement  
Calkins, Ehrenworth, Lehman*

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## Viewpoint: What makes an ideal city?

**No idea is more elusive and tantalising than what makes the ideal city.**



No idea is more elusive and tantalising than what makes the ideal city.....Yet the ideal city cannot just be a museum piece, a throw-back to the past, as enjoyable as it might be. The ideal city must be a vital, contemporary city, one that combines history with an energy and.....

We dream of a city that has a combination of history, vital cultural life, is prosperous, endowed with exciting physical features, such as great rivers, bays and harbours, mountain ranges, with at least one season with a gentle and comfortable climate. We dream of these cities as being well-managed and administered, relatively clean and absent of congestion, offering mobility, access, the capacity to partake and enjoy in urban life.

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Excerpted from: <http://www.bbc.com/news/business-13807964>

## Magnet Summaries

Students use this strategy to identify key words. Then, they use those key words to write a summary.

city energy  
culture  
climate vital  
clean, enjoy, life

The ideal city is clean, has high energy and provides a good climate where people can enjoy life. It is a vital place with interesting culture.

Laura Terrill

Buehl, 2001

## Six Word Memoirs

6 sometimes a teacher, always a learner  
by [PFS at Ajman Academy](#) | [Comment](#) | [f](#) [t](#)

6 school is where you learn stuff  
by [Cole in Creative Writing at International Ivy](#) | [Comment](#) | [t](#) [f](#) [t](#)

6 happy pets nice family and friends  
by [Lian Roland in Creative Writing at International Ivy](#) | [Comment](#) | [t](#) [f](#) [t](#)

6 Why am I the only one?  
by [Lily S. in Creative Writing at International Ivy](#) | [Comment](#) | [f](#) [t](#)

6 I caught a fish. Never mind.  
by [Amanda Werner in Creative Writing at International Ivy](#) | [1 comment](#) | [t](#) [f](#) [t](#)

## Teaching vs Learning



Assessment of Learning

Laura Terrill

## Presentational Tasks

### "On Demand"

Based on what you have learned, comment on where you would most like to live. Consider various criteria discussed in class. Name an ideal city in the target culture and explain your choice. Eliminate another option also explaining your reasoning.

### "Project-Based"

You will be planning the itinerary for an exchange trip. Propose a city to your group members. As a group, select a city. Then, prepare a presentation explaining what there is to do there and why it is a good place to visit.

Laura Terrill

### Presentational Rubric

	Strong Performance 10 9	Meets Expectations 8	Approaches Expectations 7	Minimal Performance 6
<b>Am I understood?</b>	My writing is clearly understood; the reader understands the writer's intent without extra effort. Errors do not interfere with message. <i>Good to consistent control of structure(s) studied in the unit.</i>	My writing is generally understood; but reader may have to occasionally reread a phrase or sentence to understand. Errors do not interfere with message. <i>Partial control of structure(s) studied in the unit.</i>	My writing is generally understood; but the reader may have to be willing to make a guess or reread to understand. Errors occur and do cause some confusion for the reader. <i>Inappropriate or inconsistent use of studied structure(s).</i>	My writing is extremely difficult to understand; Errors interfere with communication. <i>Minimal or no use of studied structure(s).</i>
<b>How rich is my vocabulary?</b>	I use a wide variety of familiar vocabulary, correctly and appropriately incorporate new expressions from the current unit of study. I include personal vocabulary.	I use a variety of familiar vocabulary, correctly and appropriately incorporate a few new expressions from the current unit of study.	I use simple, familiar vocabulary, correctly; and I may use a few new expressions from the current unit of study.	I rely on simple and very familiar vocabulary.
<b>How well do I complete the task?</b>	I complete each part of the task adding some details beyond given expectations.	I complete each part of the task.	I complete most of the task.	I complete some of the task, but key components are missing.

Laura Terrill

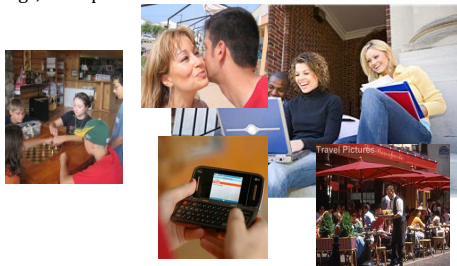
### Presentational Rubric, part 2

	Strong Performance 10 9	Meets Expectations 8	Approaches Expectations 7	Minimal Performance 6
<b>How organized is my writing?</b>	My ideas are presented in an organized manner. My sentences are varied and interesting and I use transitions to connect my thoughts.	My ideas are presented in a somewhat logical manner. I have some interesting sentences and use transitions to connect my thoughts.	My ideas are shared in a random fashion. My sentences follow a predictable pattern.	My ideas are not presented in a logical manner. I struggle to produce sentences and my thoughts may be incomplete.
<b>How are knowledge and understanding of the target culture represented?</b>	Comparisons between target language and American culture are accurately presented.	Information about the target culture is accurately presented.	Information about the target culture is presented, but may or may not be accurate.	The information that is shared is primarily from personal point of view. There is little to no mention of the target culture.

Laura Terrill

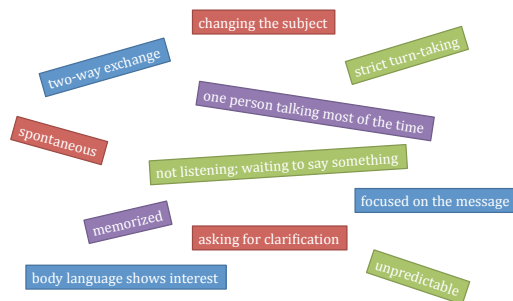
### Interpersonal Mode

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.



Laura Terrill

### Interpersonal Communication is.....



Laura Terrill

## Interpersonal Communication....

is not	is
one-way communication	two-way exchange.
memorized (skits, dialogues).	spontaneous and unpredictable.
only asking all the questions.	helping each other.
strict turn taking.	following up and reacting; maintaining the conversation
ignoring your partner; waiting to say something.	indicating interest; interactive body language; eye contact.
overly concerned about accuracy.	focused on the message.
giving up when you don't understand.	Asking for clarification if communication fails/falters.

Laura Terrill

## Interpersonal Task: Find out how much you and your partner have in common

Consider:

- ✓ What you prefer, what you like/don't like to do
- ✓ Where you want to go and why
- ✓ Weather, cost, time



Laura Terrill

## Teaching vs Learning



Assessment of Learning

Laura Terrill

## What makes a city special? What is the ideal city?

### Interpersonal Mode

In pairs or small groups, review all the suggestions of cities to visit in (country). Select three cities that you want to visit, giving reasons for your choices.

Laura Terrill

Interpersonal Rubric				
	Strong Performance 10 9	Meets Expectations 8	Approaches Expectations 7	Minimal Performance 6
How well am I understood?	I am easily understood. My errors in speaking are minor and do not interfere with communication.	I am understood most of the time. I may need to repeat or reword occasionally. My errors in speaking do not interfere with communication.	I am difficult to understand at times. I may ask for help expressing ideas. Some errors may interfere with communication.	I am extremely difficult to understand. I repeat frequently. My errors interfere with communication.
How involved am I in the conversation?	I ask a variety of relevant questions to keep the conversation going. I respond to questions and/or add follow-up comments. I encourage others to participate.	I ask relevant questions to keep the conversation going. I respond to questions and/or make a follow-up comment. I am an equal participant in conversation.	I ask a few relevant questions. I give simple or minimal answers to questions.	I ask random questions that may or may not be on topic. My participation is minimal.
How easily do I deliver my thoughts?	My conversation flows with few pauses.	I pause but my hesitations seem natural. I complete my thoughts.	I hesitate often and pauses are awkward. I have few or no incomplete thoughts.	My speech is slow and halting. Long pauses may occur. I struggle to complete or do not complete thoughts.
How do I demonstrate that I can correctly use the new vocabulary from the unit?	I successfully use many new words and personal vocabulary related to the unit. I elaborate to complete the task.	I successfully use new words related to the unit to complete the task.	I successfully use a few of the new words related to the unit to partially complete the task.	I rely on simple and very familiar vocabulary to partially complete the task.
What cultural knowledge and understandings do I share?	I add relevant information about the target culture. I use cultural gestures and/or expressions appropriately.	I refer to relevant information about the target culture. I may use cultural gestures and/or expressions appropriately.	I make limited or no references to the target culture. I may use a cultural gesture or expression.	I respond only from the personal point of view or my own perspective.

Use of target language and comprehensible input

<http://www.flickr.com/photos/dlandid/4954719152/sizes/m/>  
Markus Koljonen - website: <http://blackswan.carbonmade.com>

Learning a language is like learning.....

Laura Terrill

Using the target language

Laura Terrill

## General Features of Useful Input

### Input must be **COMPREHENSIBLE**.

Learners must understand most of what the speaker is saying for language learning to occur.

### Input must be **MEANING BEARING**.

Useful input must contain a message that learners want and need to understand. There must be some communicative intent.

Smith and Donato, Startalk 2012

## Comprehensible Input?

"A related observation about the F distribution is that it is positively skewed, not symmetric as are z and t. This is because F is always positive: It is the ratio of variances, both of which are positive, so F itself must be positive. There is no left-hand tail of F because the F distribution ends abruptly at 0."

Russell T. Hurlburt (2003). *Comprehending Behavioral Statistics*. Thomson: Australia, p. 336.

We acquire language in only one way: when we understand messages; that is, when we understand what we hear or what we read, when we understand the message.

## Providing comprehensible input



What makes a book comprehensible to a 2-year old child in his first language?

Laura Terrill



### Create Comprehensible **LANGUAGE** by:

- Paraphrasing (or saying it in an easier way).
- Slowing down the rate of delivery.
- Defining words by example, not translation.
- Using structures students are familiar with and build on them over time ('No talking over their heads').
- Using key words and phrases more than once (enter and re- enter new language elements).
- Use tone of voice to emphasize key parts on the message

Smith and Donato, Startalk 2012

### Create a **CONTEXT** for increasing comprehension by:

- Using gestures to make meanings clear
- Using visuals and props
- Making sure students have knowledge of the topic/objective of the lesson
- Providing a meaningful and purposeful context

Smith and Donato, Startalk 2012

### Making Input Comprehensible

Sensorial Supports	Paraverbals	Non-Verbals
<ul style="list-style-type: none"> <li>• Visuals</li> <li>• Graphics</li> <li>• Realia</li> <li>• Pictures</li> <li>• Graphic Organizers</li> <li>• Manipulatives</li> </ul>	<ul style="list-style-type: none"> <li>• Exaggerated pronunciation</li> <li>• Slower than normal speech</li> <li>• Purposeful pauses</li> <li>• Intonation</li> <li>• Enunciation</li> <li>• Slowed speech for emphasis</li> <li>• Key word emphasis</li> </ul>	<ul style="list-style-type: none"> <li>• Gestures</li> <li>• Facial expressions</li> <li>• Pantomime</li> <li>• Demonstration</li> <li>• Routine</li> <li>• Context clues</li> </ul>

Laura Terrill

Alimenti e bevande	Kcal	Minuti di cammino (a 3,2 km all'ora) necessari per bruciare le calorie	
		Donna (peso 60 kg)	Uomo (peso 73 kg)
<ul style="list-style-type: none"> <li>• Un bicchierino di vermut dolce, 5 olive, 10-15 arachidi salate</li> </ul>	300	115 minuti	95 minuti
<ul style="list-style-type: none"> <li>• Un tramezzino (pane g 30, formaggio g 30, prosciutto cotto g 20, maionese g 10)</li> </ul>	350	135 minuti	110 minuti
<ul style="list-style-type: none"> <li>• Panino con hamburger al doppio formaggio</li> </ul>	450	170 minuti	140 minuti
<ul style="list-style-type: none"> <li>• Patatine fritte (porzione media da fast food)</li> </ul>	340	130 minuti	110 minuti
<ul style="list-style-type: none"> <li>• Una porzione di profiterol (g 100)</li> </ul>	280	110 minuti	90 minuti
<ul style="list-style-type: none"> <li>• Una lattina di bibita zuccherata (330 cc)</li> </ul>	130	50 minuti	40 minuti

Laura Terrill

## Making Authentic Text Comprehensible

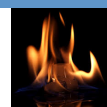
Alimenti e bevande	Kcal	Minuti di cammino (a 3.2 km all'ora necessari per bruciare le calorie)	
		Donna (peso 60 kg)	Uomo (peso 70 kg)
Un bicchierino di vermut dolce 5 olive, 10-15 arachidi salate	300	115 minuti	95 minuti
Un tramezzino (pane g. 30, formaggio g. 30, prosciutto cotto g. 20, maionese g. 10)	350	135 minuti	110 minuti
Parino con hamburger al doppio formaggio	450	170 minuti	140 minuti
Patatine fritte (porzione media da fast food)	340	130 minuti	110 minuti
Una porzione di profiterol (g. 100)	280	110 minuti	90 minuti
Una lattina di bibita zuccherata (330 cc)	130	50 minuti	40 minuti

Laura Terrill

## Practice in target language; assess in English

Comment dit-on.....

How do you say....



Cherchez les mots qui indiquent.....

Find the words that indicate....

1. **une quantité de coca** (an amount of coke)
2. **pas toutes les profiteroles** (not all the profiteroles)
3. **une sauce blanche** (a white sauce)
4. **Quelque chose de jaune qui va souvent avec un hamburger**  
(something yellow that often goes with a hamburger)
5. **La nourriture qui exige plus de deux heures de marcher pour éliminer les calories**  
(the food that requires more than 2 hours of walking to get rid of calories)

Quelle est l'idée principale?

What is the main idea?

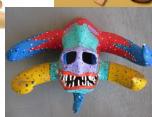
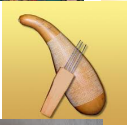
- a. **La différence entre les hommes et les femmes**  
(difference between men and women)
- b. **Une comparaison entre les calories et l'activité**  
(A comparison between calories and activity)
- c. **La nourriture qui est de mauvaise santé**  
(food that is unhealthy)

Laura Terrill

## Visualizing

95

claves  
güiros  
maracas  
cuatros  
vejigante masks  
santos



Laura Terrill, Truman High School 2015

## Quel est le problème?

J'ai faim.



Regarde, beaucoup de méduses délicieuses!



Laura Terrill



Laura Terrill, NNELL 2015

## Mindset for Curriculum Design

- Communicatively Purposeful: Building Toward Proficiency
- Culturally Focused: Developing Interculturality
- Intrinsically Interesting: Relevant to Learners
- Cognitively Engaging: Requiring Critical Thinking Skills
- Standards-Based: Reflecting Goals for Learning Languages

--Adapted from Helena Curtain

Laura Terrill

## Using target language and providing comprehensible input for instruction

Practice	Evidence
The teacher uses the target language at least 90 percent of the time.	
The teacher uses a variety of strategies to make language comprehensible.	
The teacher provides multiple, varied opportunities for students to hear new words/expressions used in highly visualized contexts that make meaning transparent.	
The teacher monitors learner comprehension and makes adjustments as necessary.	
The teacher avoids the use of translation by using verbal and non-verbal strategies and also avoids eliciting translation from learners.	

Laura Terrill